



# Documenting the Work: Sharing Arts Integration with a Broader Audience

With

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The Kennedy Center

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# What is Documentation?

Documentation is...

- The capturing and sharing of the process (how) and the product (what) of the thinking and learning that occurred during a lesson or unit.
- Communicating how students have engaged in a creative process to construct and demonstrate their understandings.
- Visual *and* narrative.
- Presented in various formats depending on the intended audience.
- Reflective.
- Should inform instruction.
- Complex because the arts are often multimodal.

# **The Kennedy Center's Definition of Arts Integration**

**Arts Integration is  
an **APPROACH** to **TEACHING**  
in which students  
construct and demonstrate  
**UNDERSTANDING**  
through an  
**ART FORM.****

**Students engage in a  
**CREATIVE PROCESS**  
which **CONNECTS**  
an art form and another subject area  
and meets  
**EVOLVING OBJECTIVES**  
in both.**

# Arts Integration...Online!

<http://artsedge.kennedy-center.org/content/arts-integration>

Visit this site to explore:

The **WHAT** and **WHY** of arts integration

Examine the thinking behind the Kennedy Center's definition for arts integration, explore various viewpoints about the value of arts integration for teaching and learning, and access a wide range of research and publications about arts integration.

Examples of **ARTS INTEGRATION in PRACTICE**

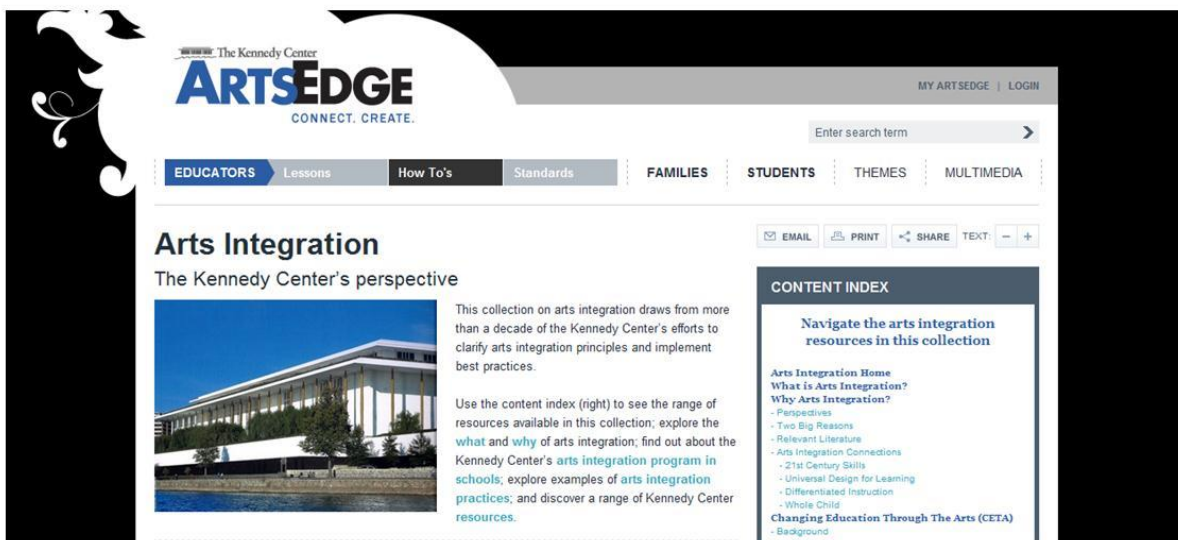
Explore examples of documentation of student learning through the arts and listen to Kennedy Center Teaching Artists describe powerful curriculum connections.

The Kennedy Center's **ARTS INTEGRATION PROGRAM in SCHOOLS**

Learn about the Kennedy Center's Changing Education Through the Arts (CETA) program and explore what you would see inside a CETA school.

A range of arts integration **RESOURCES**

Check out the Kennedy Center's professional learning opportunities for teachers, teaching artists, and arts organizations. Find out how to get involved in its national networks.



The screenshot displays the ArtsEDGE website interface. At the top, the logo for 'The Kennedy Center ARTSEDGE' is visible, with the tagline 'CONNECT. CREATE.' Below the logo, a navigation bar includes links for 'EDUCATORS', 'LESSONS', 'How To's', 'Standards', 'FAMILIES', 'STUDENTS', 'THEMES', and 'MULTIMEDIA'. A search bar is located on the right side of the navigation bar. The main content area is titled 'Arts Integration' and features a sub-header 'The Kennedy Center's perspective'. Below this, there is a large image of a modern building, likely the Kennedy Center, and a text block that reads: 'This collection on arts integration draws from more than a decade of the Kennedy Center's efforts to clarify arts integration principles and implement best practices. Use the content index (right) to see the range of resources available in this collection; explore the what and why of arts integration; find out about the Kennedy Center's arts integration program in schools; explore examples of arts integration practices; and discover a range of Kennedy Center resources.' To the right of the main content area is a 'CONTENT INDEX' section titled 'Navigate the arts integration resources in this collection'. This section lists various resources, including 'Arts Integration Home', 'What is Arts Integration?', 'Why Arts Integration?', 'Perspectives', 'Two Big Reasons', 'Relevant Literature', 'Arts Integration Connections', '21st Century Skills', 'Universal Design for Learning', 'Differentiated Instruction', 'Whole Child', 'Changing Education Through The Arts (CETA)', 'Backgrounds', and 'Key Features'.

## Documentation: Audiences

TARGET AUDIENCES		
CLASSROOM COMMUNITY	SCHOOL COMMUNITY	OUTSIDE COMMUNITY
Students who created the work  Artists/teachers who facilitated the work	Students  Teachers  Administrators  Parents	Arts Organizations  Funders  Arts Education Community  Publishers

# Documentation Purposes

## PURPOSES TO SHARE WITH THE CLASSROOM COMMUNITY

(Artists/Teachers who facilitated the work and students who created the work)

- To show growth in student learning over time.
- To capture student understandings of an art form and another subject area.
- To assess student understandings of an art form and another subject area.
- To make the learning process visible for students.
- To build a sense of student accomplishment and pride.
- To expose and reflect on the process and how it can be applied to future learning situations.
- To create a tangible memory to share with others.

## PURPOSES TO SHARE WITH THE SCHOOL COMMUNITY

(Parents, Teachers, Administrators and Students)

- To show how the arts differentiate for and include all types of learners.
- To show how specific content objectives are addressed with and through the arts.
- To generate discussions and build a sense of community within a school building.
- To share the learning process, not just the product, in order to expose and educate others on how the arts can be integrated to teach in a meaningful way.
- To build a sense of student accomplishment and pride.
- To make learning visible for students.
- To communicate to others that the arts play an important role in the school's culture.

## PURPOSES TO SHARE WITH OUTSIDE COMMUNITY

(Arts Organizations, Funders, Arts Education Community and Publishers)

- To have research/data for articles, publications, grants.
- To expose a wider audience of citizens to the power of the arts.
- To market your area of expertise to organizations and agencies.
- To advocate for the arts in education.
- To provide examples of learning through exemplary arts integrated instruction.

# Documentation: Presentation Formats

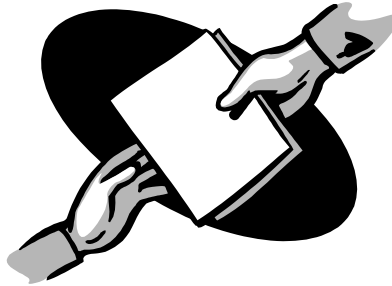
## Displays

(Banners, Bulletin Boards, Posters)



## Publications

(Documents for easy copying and distribution)



## Technology

(Digital Stories, Electronic media, recordings, PowerPoint)





# Documentation: Focus for Viewing Publications

**Directions:** Consider the questions below while reviewing the publications.

What components are included to effectively communicate how students engaged in a creative process to construct and demonstrate understanding through an art form?

How will this format be helpful to you and/or your school?

Additional thoughts....

# Documentation Checklist

## WHAT?

### **Title**

Does the title immediately let a reader know the art form and the other content area?

### **Description**

Is the description a concise overview that summarizes how students constructed and demonstrated their understandings through an art form?

Does the description include how many hours or days were spent on the process?

Do you need to define anything about the art form or the other content area so that a reader has enough background knowledge to understand the process?

### **Standards/Objectives**

Are state, national, or Common Core standards listed for both the art form and the other subject area?

### **Work Samples/Products**

Which student samples or photos demonstrate the product the best?

## Why?

### **Student Reflections**

Do the reflections clearly show evidence of student learning in both the art form and the other content area?

### **Teacher Reflections**

Do the reflections clearly show evidence of impact on both students and the teacher?

Do the reflections specifically address the standards/objectives?

### **Rationale**

Would it be helpful to explain WHY it was important for students to construct and demonstrate their understandings through an art form? (e.g., Why Dance? Why Draw? Why Sing? Why Act?)

# How?

## **Process**

Does each step of the process contain a heading, 1-3 sentence explanation, and at least one photo or supporting visual?

### **STEPS**

Is the process broken down into 3-8 steps?

### **HEADING**

Does each step have a 1-3 word heading that provides insight into what the photo is showing and the learning verb involved in this step of the process? (Remember that headings such as “Step 1, Step 2, Step 3” do not effectively inform the reader/viewer.)

### **EXPLANATION**

Is the explanation a concise overview?

Is the explanation clear to someone who lacks experience or understanding in the art form or other content area?

### **PHOTOS AND/OR VISUAL IMAGES**

Do the photos support what is being described?

Are the photos cropped?

Should the photos be black/white to lessen distractions of classroom clutter, bright colors, and/or patterns?

# Additional Information

## **Credits**

Were credits given for components such as...

Photos or Images

Music

School Name

Teachers Involved

Program (if applicable)?